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ABSTRACT

This detailed guide is for new teaching assistants (T.A.'s) teaching elementary French at the college level. Individual sections address the following topics: (1) the first day of class (including forms to be distributed to students); (2) written exams (policies regarding contributions, exam procedures, and corrections); (3) oral exam of the second midterm (contributions to the oral exam, interview procedures, absenteeism); (4) review days; (5) reminders regarding compositions, quizzes, teaching materials, and video days; (6) the evaluation process for teaching assistants; (7) administrative information (absences of T.A.'s, teaching assistantships in regular semesters, and summer teaching assistantships); (8) extracurricular opportunities for language experiences; (9) group work; and (10) university policies (regarding ethics, sexual harassment, and diversity). Sample forms (such as the student background information form and the grade sheet report for oral exams) and lists (such as material adapted to specific lessons and handouts for reviews) are also included in the guide. (DB)

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New T.A. HANDBOOK

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Cover page by C. Hill.

To the New Teaching Assistants
of the Elementary French Sequence

Dear New Teaching Assistant,

WELCOME TO TEACHING IN THE ELEMENTARY FRENCH PROGRAM!

Let's make this first semester of teaching in the French Elementary Sequence of the Department of Romance Languages at MU, an enjoyable and learning experience!

We will be working very closely, in order to help you become excellent teachers. This means that I am committed to help you 100% in achieving your goals for excellence in teaching. It also means that you can come anytime to my office, provided I am not already consulting with someone else, for any help or advice you may need.

Your *Parrain* and *Marraine* will also help you enjoy your first semester of teaching. They are volunteers and are committed to assisting you. They all come from different horizons and will help you join the international group that they form. The two *Assistants to the Director of Elementary French Program* are also experienced Teaching Assistants, who have been teaching Elementary French for at least a year. This teaching period is short enough to allow them to remember their first semester of teaching and long enough to enable them to have gained maturity in their responsibilities. They will also be there for you.

Let's make *communication* the *motto* of our group in this program! This will help to prevent misunderstandings and will provide us with a nice way to solve any kind of hardship.

Finally, the whole faculty of the Department of Romance Languages joins me in wishing you an EXCELLENT SEMESTER at MU!!!

Marie-Magdeleine Chirol
Director of Elementary French
Coordinator of French T.A.'s

TABLE OF CONTENTS

Page

TABLE OF SAMPLES & LISTS

1. **FIRST DAY OF CLASS** 4

1.1 Lesson

1.2 Forms to be Distributed to all Students

1.2.1 The Student Background Information Form
1.2.2 The Syllabus 5
1.2.3 The Form Stating Students Have Read & Understood the Syllabus
1.2.4 Index Cards

1.3 The Form for Student Count

2. **WRITTEN EXAMS** 6

2.1 Contributions

2.1.1 Selection of Exercises and Procedures
2.1.2 Preparation of Exercises
2.1.3 Due Dates and Procedures 7
2.1.4 Modifications on Contributions
2.1.5 Checking the Final Drafts of the Written Exams 8

2.2 Procedures on the Exam Days

2.2.1 Before Your Class Period
2.2.2 In Class

2.3 Absenteeism 9

2.4 Corrections and Following Procedures

2.4.1 Corrections of the Written Exams
2.4.2 Grade Forms 10

3. **ORAL EXAM OF MIDTERM 2** 11

3.1 Contributions to the Oral Exam

3.1.1 Selection of Material and General Procedures
3.1.2 Preparation of Interviews
3.1.3 Due Dates and Procedures 12

3.2 Oral Exam Meeting

3.3 Before the Oral Exam Week

3.4 Interview Procedures 13

3.5 Absenteeism

3.6 Grading Procedures 14

3.6.1 During the Oral Exam
3.6.2 After the Oral Exam

4. **REVIEW DAYS** 15

4.1 Announcements

4.2 General Procedures

4.3 Review Sheets

5. **REMINDER** 16

5.1 Compositions

5.2 Quizzes

5.3 Teaching Material 17

5.3.1 Authentic Material
5.3.2 Material Adapted to Specific Lessons 18

5.4 Video Days 19

6. **TEACHING ASSISTANTS' EVALUATION PROCESS** 20

6.1 Who Evaluates the Teaching Assistants and When?

6.1.1 The Regular French Faculty
6.1.2 The Course Director

6.2 The Class Visits by the Course Director

7. **ADMINISTRATIVE INFORMATION** 22

7.1 Absences of T.A.'s

7.2 Teaching Assistantships on Regular Semesters

7.2.1 Renewal of Teaching Assistantships and Assignment of Classes
7.2.2 Stipends 23

7.3 Summer Teaching Assistantships

7.3.1 Description
7.3.2 Assignment of Courses

8. **REMIND YOUR STUDENTS OF ...** 24

8.1 The Pause Café

8.2 The French Club

8.3 The Language House

9. **VIVE L'AMBIANCE! VIVE LE TRAVAIL DE GROUPE!** 25

9.1 Parrain-Marraine Program

9.2 Group Work

9.3 Folder for Ideas

9.4 Help and Advice from the Course Director

10. **UNIVERSITY POLICIES** 27

10.1 College of Arts and Science Statement on Ethics

10.2 Sexual Harassment

10.3 Diversity, Multiculturalism, and Communication

TABLE OF SAMPLES AND LISTS

SAMPLE 1	Student Background Information Form
SAMPLE 2	Form Stating Students Read and Understood the Syllabus
SAMPLE 3	Form for Student Count
SAMPLE 4	Form Stating Due Dates for Written & Oral Contributions and Meeting for Oral Exam
SAMPLE 5	Memo Asking to Consult Exams
SAMPLE 6	Key to Correct Written Exam
SAMPLE 7	Exams Grade Form
SAMPLE 8	Final Grade Form
SAMPLE 9	Syllabus Grade Forms (French 1 & French 2)
SAMPLE 10	Memo for Instructions for Oral Exam
SAMPLE 11	Form for Interview Hours (within a day)
SAMPLE 12	Form for Interview Hours (within the week)
SAMPLE 13	Grade Sheet Report for Oral Exams
SAMPLE 14	Memo for Format of the Exam
SAMPLE 15	Compositions Grading Guidelines
SAMPLE 16	Minimal Marking Codes
SAMPLE 17	Memo Announcing a Class Visit
SAMPLE 18	Teacher Evaluation
LIST 1	List of Authentic Material
LIST 2	Material Adapted to Specific Lessons
LIST 3	Handouts for Reviews

1. FIRST DAY OF CLASS

1.1 LESSON

Follow the guidelines given during the orientation days.

1.2 FORMS TO BE DISTRIBUTED TO ALL STUDENTS

1.2.1 THE STUDENT BACKGROUND INFORMATION FORM (SAMPLE 1)

- Have each student fill in a form
- Collect the forms
- Read the forms outside of class and on the second day of class, advise those students who do not belong in your class to go to a higher or lower level class. This process should take place outside of class, either at the beginning or at the end of the class period.

- How to evaluate students' background:

  French 1:
  - 2 years of French or less in High school
  - scored from 0 to 23 in the F-CAPE Test
  - took French 1 or equivalent course in a College or University *a while ago*, and *would like to take French 1 over*.
  - took French 1 or equivalent course in a College or University (including MU), and did not have a passing grade (C).

  French 2:
  - more than two years of French in High school
  - scored from 24 to 27 in the F-CAPE Test

  Notes:
  - You should take into account *all the information* the students give you.
  - You can only *advise* a student to change class level, if you deem that this student doesn't belong in level of French you are teaching.
  - If you are *not sure* which class a student should be taking come and see me for advice.

- Keep those forms with you until the end of the semester. They do not need to be brought back to the Course Director.

1.2.2 THE SYLLABUS

- Distribute a syllabus to each student
- Go over the syllabus and insist particularly on:
  - lab attendance
  - homework

- preparation of lesson at home
- participation in class

1.2.3 THE FORM STATING STUDENTS HAVE READ & UNDERSTOOD THE SYLLABUS (SAMPLE 2)

- On the *second day of class*, have all students sign the form stating that they have read and understood the syllabus (Sample 2). Make sure that students who did not attend the first day of class, receive a syllabus, read it and sign the form. Do not forget to have those students fill in the Student Background Form.

- Keep this form and give it to the Course Director with your grade reports *at the end of the semester*. This form will prove the students' knowledge of the format and requirements of the course in case a student complains about not having been informed by his/her T.A. of the course procedures.

1.2.4 INDEX CARDS

- Distribute an index card to all of your students. Those cards are for your *own information*. You may find the following information useful during the semester:
  - last name / first name
  - student University ID number
  - telephone number(s)
  - any relevant information you may deem important (why they study French, their Majors, whether they have traveled in a Francophone country or in Europe...)

1.3 FORM FOR STUDENT COUNT (Sample 3)

- This form needs to be filled in at the end of your class period, on the first day of class as well as on the subsequent 14 days of class.

- Put the completed form *daily* in the Course Director's mailbox *immediately* after your class. It allows the Course Director to direct students (who are not already enrolled or who change level) towards the smallest classes and it helps to prevent having over-crowded sections.

2. WRITTEN EXAMS

2.1 CONTRIBUTIONS

2.1.1 SELECTION OF EXERCISES AND PROCEDURES

- You will receive a former test on which you will be assigned one or more exercises depending on:
  - the number of sections you teach
  - the number of T.A.'s preparing the exam
  - the difficulty of creating the assigned exercise(s)

- For each exercise assigned to you, you will have to prepare *two different exercises* of a similar format. One of these exercises will be used for the early morning sections, the other will be used for the late morning and afternoon sections. Should the exercise(s) be geared towards the testing of other grammatical points not included in the previous format, new directions will be indicated to you.

- If you do not understand the model you are given with the previous exam or the kind of exercise you are supposed to prepare, please *do not hesitate to ask the Course Director* or the Course Director Assistants.

2.1.2 PREPARATION OF EXERCISES

- Read the instructions of the former exam given to you and any additional information addressed to you.

- Look for what is being tested in each exercise.

- Search in *Invitation* to find what lesson(s) the exercise(s) refer(s) to. Use the book and the former exam to create your own exercise(s).

- Make sure you create exercises with the *adequate number* of sentences, blanks, etc... as required for each exercise. Look at the former exam or any additional information addressed to you on this matter.

- Make sure that each set of exercises you prepare has the same level of difficulty or tests more or less the same particular grammatical points. For instance, in an exercise with verbs make sure that within your set of texts:
  - you have more or less the same number of verb groups (ER, IR, RE).

- you have more or less the same number of irregular verbs.
- you have more or less the same number of tenses used.
- you vary the verb forms (je, tu, il/elle, on, nous, vous etc... forms).

- Make sure your contributions are written in a readable manner. You do not have to type your contributions.

2.1.3 DUE DATES AND PROCEDURES

- In order to allow you to organize your schedule, a form stating all the due dates for your written contributions is given to you (Sample 4) at the beginning of the semester. You will also find on this form the due date for the oral exam contribution and the day of the oral exam meeting for the second Midterm.

- Put your contribution to the written exams:
  - in a sealed envelope
  - in the Course Coordinator's mailbox
  - before or on the due date and time

- Please respect the schedule and time of the Assistants to the Course Director. They also have a busy schedule and they have to be able to plan when they will be able to type and make the first drafts of the exams. If you do not bring your contributions on the due dates and times, the Assistants may have to reorganize their time for preparing the exams. Should the Assistants not be available to type your past due contributions, *you may have to type them* in the Graduate Student Computer Room (A&S 148).

2.1.4 MODIFICATIONS OF CONTRIBUTIONS

- For each exercise (that you independently designed) to become a part of the entire exam, several modifications will most likely be applied to your contributions so as to ensure consistency in testing and high quality, and so as to avoid cross-answering (giving the answers of one exercise in another).

- Since the completion of the exams follows a strict schedule, first the Assistant to the Course Director and then the Course Director generally make the changes. You usually see those modifications when you check the final drafts. However, you are always welcome to come and help us adapt your exercises.

- The Course Director always keeps your original contribution(s) in a folder throughout the semester. If your contribution was adapted so as to avoid cross-answering, you will probably notice it once you see the final draft. If your contribution was adapted for any other reason, it is always a good idea to come and see the Course Director to understand the alterations that were made and to learn more about the desired format of the exams.

- Remember that designing exams is part of your training to become a great teacher, so consider them as a fruitful learning opportunity

2.1.5 CHECKING THE FINAL DRAFTS OF THE WRITTEN EXAMS

- When the final drafts of the written exams are ready, you will be notified with a Memo asking you to consult the exams (Sample 5).

- It is your responsibility to come to the Course Director's Office (A&S 139), and check the written exams. You will be able to take the exams if you wish, make suggestions for alterations, correct typos, check the length of the exams, etc... It is *very important* that you give your input on the final drafts, so please make time for at least 15 to 30 minutes in your schedule to consult the exams.

2.2 PROCEDURES ON EXAM DAYS

2.2.1 BEFORE YOUR CLASS PERIOD

- You may pick up the exams for your class(es) anytime during the day of the exam in the Course Director's Office.

- If the Course Director is not in her office when you come and pick up your exams, and if your class starts within the next hour, you may check with the Secretary (Mary Jo) to find out if she has them. If not, you may ask her to open the door to the Course Director's Office. The exams will be placed on her desk.

- If you teach a 7:40 a.m. class, make sure you come and pick up the exams the day before.

2.2.2 IN CLASS

- Go to your class a few minutes early to make sure you start on time.

- Ask the students to sit in every other seat (when possible) and make sure students do not have books or notes too close to them.

- Distribute the written exam.
- Wait for 15 to 20 minutes before asking the oral questions of the first exercise. This allows students who arrive late to still be able to take the oral part of the exam.
- Let your students know how many minutes they have left, particularly 15 minutes before the end of the time allowed.
- Collect the exams *on time*. If you know that some of your students are particularly slow, advise them, in the course of the exam, to leave the composition for the end and to write *at least* 3 or 4 sentences.

2.3 ABSENTEEISM

- Notify the Course Director immediately if a student misses an exam. Do not hesitate to call her at home.
- Call the student(s) who missed the exam and find out whether the student(s) has/have a good excuse. Those students who missed the exam for a valid reason will be given the opportunity to take the alternate version of the exam. This can be taken the day following the exam at 8:00 a.m.-- before all the exams are corrected.

2.4 CORRECTIONS AND FOLLOWING PROCEDURES

2.4.1 CORRECTIONS OF THE WRITTEN EXAMS

- With the printed copies of the exams you will be given a key in order to help you make your corrections (Sample 6). Make sure that you follow the instructions carefully, since it is very important that all exams be corrected *according to the same scale*. Should you come across correcting problems that you do not know how to handle, do not hesitate to come and see the Course Director or to call her, even at home.
- The corrected exams are usually given back to the students the day after the exam, as stated in the syllabus. However, should you have a presentation or a paper due in one of your classes, or any other relevant inconvenience, do not hesitate to postpone the correction of the exam for a day or two. Just let your students know that they should prepare for the beginning of the following chapter. If you are planning to give the exams back three days after the exam date, please notify the Course Director.

2.4.2 GRADE FORMS

Midterms

- After each Midterm complete the grade form you will find in a pink envelope attached to the exams (Sample 7). Follow the procedures indicated on the form.

- Place the completed form in an envelope in the Course Director's mailbox, as soon as you have given back the corrected exams to your students.

Final

- When you have finished correcting the final exam, and on the date the final grades are due (you will be notified of this), bring the following to the Course Director:
  - the corrected exams in alphabetical order in the yellow envelope which contained the blank exams.
  - the completed grade form similar to that of the Midterms (Sample 7)
  - the Final grade form showing all the averages of each student (Sample 8). Although the averages of quizzes, compositions, participation and homework, and laboratory work are to be completed on a scale of 20, be careful to follow the scale given at the end of each syllabus (Sample 9) in order to complete the Total out of 100. The Final Grade Form (Sample 8) will help the Course Director check the averages of students, in each category of work performed, in case there are borderline students.

N.B.: When consulting with the Course Director at the end of the semester, do not forget to bring with you the form signed by students stating they have read and understood the syllabus (Sample 2).

3. ORAL EXAM OF MIDTERM 2

3.1 CONTRIBUTIONS TO THE ORAL EXAM

3.1.1 SELECTION OF MATERIAL AND GENERAL PROCEDURES

- Before the Oral Exam Week, you will receive a Memo with all the material that needs to be tested in each Interview, as well as suggested topics related to the theme and vocabulary of each chapter studied by the students (Sample 10). Each T.A. should choose a topic and prepare a series of 10 questions related to this topic while testing the grammatical points mentioned in the Memo. The 10 questions to be prepared should follow one another fairly logically in order to allow this oral exam to have the appearance of a casual conversation rather than that of an exam strictly speaking.

- Students are also asked to comment for 2 to 3 minutes on a picture that you have chosen. Prepare a few pictures, if possible, related to the themes of the chapters studied in class. Information on how to prepare students for the picture part of the Interview will be given during the Oral Exam Meeting.

- T.A.'s exchange classes for giving the Oral Exam. Among various other reasons, this allows the T.A.'s not to be influenced by the performance of their students in class.

3.1.2 PREPARATION OF INTERVIEWS

- Read the instructions given to you in the Memo for the Oral Exam (Sample 10).

- For each item to be tested, go back to the relevant lesson in your book and decide what particular aspect of the lesson you want to include in your question.

- Each of your questions should not test more than one grammatical point or item. (If this is not possible, alternatives will be discussed during the Oral Exam Meeting)

- Make sure that you do not give the answers in your questions. Ask open questions rather than "yes" or "no" questions. You may use transition questions with no particular point tested (but keep those very clear and simple), in order to link naturally one question testing a grammatical point to another in a more natural fashion.

- You may also give alternative questions within the same item to be tested.

3.1.3 DUE DATES AND PROCEDURES

- In order to allow you to organize your schedule, a form stating all the due dates for your oral and written contributions is given to you at the beginning of the semester (Sample 4). On this form you will also find the date of the Oral Exam Meeting. This is a mandatory meeting.

- The due date of your Interviews is stated on the relevant Memo (Sample 10).

- Put your Interview:
  - in a sealed envelope
  - in the Course Coordinator's mailbox
  - before or on the due date and time

- Please respect the schedule and time of the Assistants to the Course Director. They also have a busy schedule and they have to be able to plan when they will be able to type your contributions. If you do not bring them on the due date and time, the Assistants may have to reorganize their time for preparing the draft copy of the interviews that will be discussed and subject to improvements during the Oral Exam Meeting. Should the Assistants not be available to type your past due contributions, *you may have to type them* in the Graduate Student Computer Room (A&S 148).

3.2 ORAL EXAM MEETING

- All T.A.'s of French 1 and of French 2 are required to come to their respective Oral Exam Meeting. Should you not be able to attend the meeting, *because of an emergency or a crisis situation*, please notify the Course Director.

- Comments and suggestions from all T.A.'s will allow the final versions of the interviews to be created by the group.

- New T.A.'s will be given a extra session on how to give an interview and how to grade students.

3.3 BEFORE THE ORAL EXAM WEEK

- Give your schedule to the T.A. who will be testing your class. On the forms given to you on the day of the Oral Exam Meeting, indicate the hours you will be free to interview (Sample 11 for interviews within a day & Sample 12 for interviews within a week).

- Use the two regular hour meetings reserved on the syllabus for this purpose as well as your office hours as relevant time to interview. You may, if you wish, interview anytime during the Oral Exam Week if you prefer to interview during other hours. However, *no class* will meet during the two assigned hours for Oral Exams. Also, you *do not need to keep your office hours during the week of the Oral Exam*. Ask your students to come to see you the week before the Oral Exam Week if they need to do so.

- Inform you students of what they are to expect. Refer to the directions given during the Oral Exam Meeting.

- Ask your students to come 5 mn. ahead of their scheduled time.

- Remind students of the Oral Exam procedures, as stated in the Syllabus (absenteeism, etc...).

3.4 INTERVIEW PROCEDURES

- Refer to the information given during the New T.A.'s session on how to give an interview and how to grade students.

- During the interview, in the most discreet manner, fill the Oral Exam Grading Form that is given to you for each student to be tested (Sample 13). *All the boxes need to be filled in.* It is better for students to see you fill in a form very regularly, rather than to see you fill it in only when they suspect that they have made a mistake. This may disturb them.

- Do not give students their oral grade.

3.5 ABSENTEEISM

- Notify the students' T.A. *within the day.*

- The T.A. of the students who did not come to the oral exam should notify the Course Director *within the week of the Oral Exam Week.*

- The T.A. of the students who did not come to the oral exam should find out whether the student(s) has/have a good excuse, if the student has not already contacted him/her. The T.A. and Course Director will decide on whether or not the students will be allowed to reschedule an exam.

3.6 GRADING PROCEDURES

3.6.1 DURING THE ORAL EXAM

- Use the Oral Exam Grading Form (Sample 13) and refer to instructions given during the New T.A.'s session on how to give and grade the Interviews.

3.6.2 AFTER THE ORAL EXAM

- Once your class has been interviewed and once you have interviewed all the students of the other class you were assigned, meet with the T.A. who tested your class. Check the grades received by each of your students and discuss the results of your class with the other T.A. if needed. *Do not change any grade.*

- Should you feel that a student, students, or even the whole class has/have been graded too strictly or too generously by a T.A., consult with the Course Director. In case a student or students was/were graded too strictly, the Course Director will decide on alternatives so that the oral grade(s) do(es) not prevent a student from getting a higher grade because of the way he/she or they were tested. If you feel that you have graded a whole class too strictly or too generously, do not panic. C onsult with the Course Director. Those things happen especially during your first semester.

- Complete the space for the Oral Grade on the Exams Grade Form given to you in the pink envelop (Sample 7) on the day of the written exams . Give the form back to the Course Director after having filled in the written grades and the Total of the Midterm grade.

4. REVIEW DAYS

4.1 ANNOUNCEMENTS

- Before each exam, you will receive a Memo (Sample 14) containing the format of the exam, the breakdown of points, and what students need to review.
- Tell your students that *every item studied in class is always on the exam* . You may give them the information found in the Memo.
- Stress the fact that students will be tested on the video segments studied in class and on the cultural notes. Students have a tendency to give little importance to those items, which do make a difference in their grade when completed correctly.

4.2 GENERAL PROCEDURES

- Review days are strictly reserved for review. This is why it is very important that you keep up with the syllabus.
- Follow the syllabus. Do not give more review days than those assigned. Students may complain if one section had more time to review.
- You may use English during the Review Days.
- Go over all the material studied in class and particularly the material since the last exam.

4.3 REVIEW SHEETS

- You may use as many review sheets as you want. However, it is more relevant to give review sheets when you teach a lesson than at the last minute, just before an exam.
- I would suggest that you ask your students what specific points they would like to see on a review sheet. You may add relevant exercises to your students' wishes when you feel your class may not be sufficiently prepared for specific points. Texts with verbs are particularly relevant at the end of the semester (whether in French 1 or 2).
- When preparing your review sheets, make sure that they are not replicas in format and content of what is on the exam.

5. REMINDER

5.1 COMPOSITIONS

- For the *format , theme and content* of your compositions, refer to the guidelines given during the New T.A. special session on compositions (former T.A.'s are always welcome for a refresher).

- For the *grading* of the compositions refer to the suggested guidelines (Sample 15) and to the information given during the New T.A. special session on compositions.

- For the *length* of the compositions refer to guidelines given during the New T.A. special session on compositions. The length varies according to the level taught and to the number of the composition within the sequence of required compositions. If you forget, do not hesitate to ask the Course Director or the Assistants to the Course Director.

- Compositions are to be written *at home*. When giving the first composition of the semester, remind your students of the Academic Dishonesty regulations stated in the syllabus. Should you suspect that some of your students got some help to write their compositions, do not hesitate to ask the Course Director for advice.

- Students should be given the possibility of writing a *first draft* for some of their compositions. In French 1, two of the three compositions should be preceded by a first draft. In French 2, three or four of the six compositions should be preceded by a first draft. To correct the first draft, follow the codes presented in the syllabus under the item "Minimal Marking" (Sample 16). For the grading of the first draft, follow one of the suggested grading procedures for drafts, presented during the New T.A. special session on Compositions.

5.2 QUIZZES

- For the *format and content* of your quizzes, refer to guidelines given during the New T.A. special session on quizzes (former T.A.'s are always welcome for a refresher).

- For the *distribution of points* when creating a quiz and for *grading*, refer to the guidelines given during the New T.A. special session on quizzes.

- Your quizzes should be planned to last 10 to 20 minutes. If you give your quizzes at the end of the class session, collect the quizzes *on time*.

- Try to give back the *corrected quizzes at the next class session*, especially when those quizzes are given at the end of a chapter.

- *One quiz per chapter is required* so that students can learn from their mistakes before the exams. You may decide to give two quizzes instead of one for more difficult chapters. This often allows students to have more practice for a given grammatical point.

- You may *change the date of a quiz* from the one in the syllabus. If you decide to give one or two quizzes make sure that the whole chapter has been covered in the quiz(es). Do not forget to inform your students when you change the date of a quiz or when you decide to give an extra quiz, unless it is a pop quiz.

- Ask your students to keep their corrected quizzes. They may find them useful as review sheets before the exams.

5.3 TEACHING MATERIAL

5.3.1 AUTHENTIC MATERIAL (List 1)

- A Bank of Authentic Material containing more than 500 items from maps, newspapers, brochures to telephone cards, is available for your use in the Course Director's Office.

- For your convenience, all material in the Bank of Authentic Material has been itemized by subject and by selected grammatical applications.

- Please plan your activities sufficiently in advance in order to make sure that the material you desire is available on the dates you want to use it.

- You will need to sign the Register of Users of the Authentic Material Bank. Don't forget to do so when you borrow the item(s) and when you return it (them).

- Please return the material you borrow as soon as you have finished with it, since other T.A.'s may want to use it. Place it back in the folder where you found it.

5.3.2 MATERIAL ADAPTED TO SPECIFIC LESSONS (List 2)

- See List 2 for the subject of each activity and for the chapters they refer to.

- Do not feel obligated to use those activities if you do not have the time or if you want to create an activity of your own.

Planned activities: Songs

- In your mail boxes, throughout the semester you will receive packets containing a planned activity, *a song*, related to the topic studied in the chapter you are covering. In each of these packets, you will find the transcription of the song for your personal use, the transcription of the song with blanks for the use of your students, and a tape with the song.

- Please return the tape to the Course Director, when you have finished using it.

- In order to be able to replace the tape in case you have misplaced it, you are required to bring a *blank tape* with your name on the cover at the beginning of the semester. This tape will be returned to you at the end of each semester.

- Should you decide not to use the proposed activity, please return it to the Course Director's mailbox. Should you want a song other than the one proposed, ask the French 1 or French 2 Assistant to the Course if there are any alternative songs for that chapter.

Planned Activity: *Graded French Reader* (French 2 only)

- At the end of each story studied in the *Graded French Reader*, you will receive , a pink envelope with a planned activity in your mail boxes. In each of these envelopes, you will find a summary of the story for your personal use, and a version of this same summary cut sentence after sentence for the use of your students who will have to reconstruct the story.

- Please return the entire content of the pink envelope to the Course Director. This material, if still in good condition, will be used again by another T.A. when next proposed.

- Should you decide not to use the proposed activity, please return it to the Course Director's mailbox.

5.4 VIDEO DAYS

- At the end of each chapter of the book one class session is reserved for a wrap-up using a pre-selected segment and an advertisement from the video *Causons* given to you at the beginning of the semester.

- Use the information given to you during the special session for new T.A.'s on the Teaching with Video Material (former T.A.'s are always welcome).

- On those days, you need to ask the Course Director or the secretary of the Department (Mary) for the key to the Graduate Student Computer room (A&S148).

- If you teach or need to bring back the cart with the TV and VCR during lunch hours, please make arrangements with the T.A. teaching before or after you, or with the Course Director.

- YOU ARE RESPONSIBLE FOR THE CART, TV AND VCR during each class session and until you give them to the next T.A. teaching or until you bring them back to the Graduate Student Computer Room. In other words, if the remote control disappears, you will have to replace it. Please treat the department video equipment as if it were your own.

6. TEACHING ASSISTANTS' EVALUATION PROCESS

6.1 WHO EVALUATES THE TEACHING ASSISTANTS AND WHEN?

6.1.1 THE REGULAR FRENCH FACULTY

- Each member of the regular French faculty of the Department of Romance Languages, not counting the Course Director, evaluates one or more T.A.'s usually at the end of the Winter semester.

- The Graduate Director or the Chairperson of the Department designates the member of the faculty who will visit your class.

- You are usually notified by the faculty member who will visit your class of the day that you will be evaluated.

6.1.2 THE COURSE DIRECTOR

- The Course Director visits your class(es) throughout the year. Those visits are meant *to help you improve your teaching skills and to help you solve problems specific to each class* (problems with a particular student, a class too dissipated or too quiet, etc...) rather than to evaluate you *per se*.

- Classes of new T.A.'s are always visited during the first month of class (second or third week). This first visit is always announced (Sample 17). Those classes are usually visited one more time (more if needed) during the first semester of teaching. After the first visit, the following visits are usually unannounced. During the second semester of teaching, two visits are usually planned (more if needed).

- For T.A.'s who have taught for a year or more, their class will be visited usually once per semester (and more if needed).

- If you have a particular problem in your class that you would like to solve or if you would like to improve a particular skill, you may ask the Course Director to visit your class. Arrangements between the T.A. and the Course Director will be made according to their respective schedules.

6.2 THE CLASS VISITS BY THE COURSE DIRECTOR

- The Course Director fills out an evaluation form when visiting your classes (Sample 18). The Course Director uses the first pages of this form to pin-point specific aspects of your teaching

and she grades them on a scale from 1 to 5. This scale is there to make you aware of what the strongest aspects of your teaching are and what aspects have a potential for improvement, rather than to grade you *per se*. The last page of the form is used to summarize the previous material.

- A *photocopy of the form* used by the Course Director when visiting a class is given to the evaluated T.A. after he or she has met with the Course Director for the feedback session.

- A *feedback session* takes place after each visit of class. This feedback session, planned with the T.A., usually takes place on the day of the visit. It usually lasts half an hour.

7. ADMINISTRATIVE INFORMATION

7.1 ABSENCES OF T.A.'S

- *No class may be canceled.*
- Should you be ill or should you not be able to teach your class because of an emergency or because you would like to attend a Conference, please contact the Course Director, either at her home or at her office in the University.
- If you have a valid reason (having a paper due is not a valid reason) the Course Director will ask that you contact other T.A.'s for your replacement. You will be able to do so using the form you received at the beginning of the semester and containing the teaching schedule and the phone number of each T.A. First contact the T.A.'s who teach your level so that they do not have to prepare another lesson.
- Whether you have found a T.A. to replace you or not, inform the Course Director.

7.2 TEACHING ASSISTANTSHIPS ON REGULAR SEMESTERS

7.2.1 RENEWAL OF TEACHING ASSISTANTSHIPS AND ASSIGNMENT OF CLASSES

- The Chair makes the final decision, upon recommendation of the faculty, for the renewal of Teaching Assistantships.
- The Chair makes the final decision concerning the number of sections a T.A. will be assigned (when classes are available) and the level of the course(s) he/she will teach.
- The Director of Elementary French sends recommendations to the Chair at the end of each semester.
- The Director of Elementary French bases her recommendations on the following factors in this order
  1. number of sections available
  2. previous level(s) taught
  3. teaching performance
  4. quality of quizzes, compositions, exam contributions
  5. student evaluations
- For number of renewals of Teaching Assistantships for each degree, see the Departmental Graduate Catalogue (*Graduate Studies in Romance Languages*) or the Graduate Director.

7.2.2 STIPENDS

- Consult the Departmental Graduate Catalogue (*Graduate Studies in Romance Languages*) to find out about your stipend when you are an M.A. or a Ph.D. student.

7.3 SUMMER TEACHING ASSISTANTSHIPS

7.3.1 DESCRIPTION

- There are very few sections open in Elementary French for the Summer session (usually one section for French 1, one section for French 2, and one or two sections for French 3).
- T.A.'s who teach in the summer, are fully responsible for their course. They are responsible for creating the syllabus and the exams.
- French 1 and French 2 T.A.'s are required to present their syllabus to the Director of Elementary French before the end of the Winter semester.
- You are advised to give your grades to the Director of Elementary French at the end of the Summer Session, particularly if this is your last semester at MU.

7.3.2 ASSIGNMENT OF COURSES

- There are very few elementary classes offered in the summer.
- The Chair makes the final decision concerning which T.A.'s will be teaching in the Summer Session and what section they will be given.
- The Director of Elementary French sends her recommendations to the chair at the end of the Winter semester.
- The Director of Elementary French bases her recommendations on the following factors in this order:
    1. number of sections available
    2. number of Summer Sessions already taught by each T.A.
    3. teaching performance
    4. quality of quizzes, compositions, exam contributions
    5. previous level(s) taught
    6. number of years the T.A. has been in the program
    7. student evaluations

8. REMIND YOUR STUDENTS OF....

8.1 THE PAUSE CAFE

- This is an informal gathering in the Seminar room of the Department (A & S 312) every Wednesday for two hours at lunch time.
- It is run by two French T.A.'s from the Department of Romance Languages.
- Cookies are provided by the Department of Romance Languages.
- Tell your students that this is a very informal gathering where all French speakers are welcome, whatever their level in French, to provide everybody with an opportunity to converse in French.

8.2 THE FRENCH CLUB

- This is a student organization which welcomes all students who are interested in organizing and participating in activities (films, dinners, gatherings, discussions, cooking, etc...)
- Students are informed of the activities of the French Club through flyers and through memos sent to each of the French Faculty and Staff.

8.3 THE LANGUAGE HOUSE

- The Language House located in the *Mark Twain Hall*, has single and double rooms available for students who have had at least a year of French.
- Students are coordinated by native speakers or by very good speakers of French, who organize activities and create a Francophone atmosphere in the dorm.
- Only French is spoken in the French section of the Language House.
- Tell your students that this is a wonderful way to improve their skills in French, while having fun at the same time!

9. VIVE L'AMBIANCE! VIVE LE TRAVAIL EN GROUPE!

9.1 PARRAIN-MARRAINE PROGRAM

- Remember that you have a *parrain* and a *marraine* assigned to you for the whole year. Ask them for ideas or advice when planning a lesson, a quiz or a composition! They have experience and you will see how they can come up with greeeeaaaaat ideas!!!
- Next year, if you wish, you will be in line to become a *parrain* or a *marraine* for entering T.A.'s. So take advantage of what you can learn from the ones you have this year!

9.2 GROUP WORK

- This is fun and is an enriching experience when considering that all T.A.'s come from different horizons. Group work saves time, and you may even come up with amazing ideas together ! (it also helps to have someone to talk to when you have problems)
- When you try an activity that works very well, share your idea and spread the word! Share your material!

9.3 FOLDER FOR IDEAS

- When an activity really worked in your class, put it in a written format in the Course Director's mailbox. It will be placed in a special folder.
- Come and consult the Folder for Ideas. It is not big enough yet to be included in this Handbook, but as soon as it is, you will receive your personal copy.

9.4 HELP AND ADVICE FROM THE COURSE DIRECTOR

- Remember that the Course Director is also part of your team. She, too, has been a T.A. for several years and as such can help you with many issues concerning your experience as a T.A.

- At times, you may need to talk with her about important private matters. When this happens, it is always better to make an appointment with the Course Director since students often come to consult with her during the day. If it is inconvenient for you or if the matter is urgent, feel free to "drop by" her office. Wait until no one is there. Make sure to let her know that you wish to speak to her in private so that she may ensure that your conversation will not be interrupted.

10. UNIVERSITY POLICIES

10.1 ARTS AND SCIENCE STATEMENT ON ETHICS

- See the following document

10.2 SEXUAL HARASSMENT

- "From Sexual Harassment to Gender Coordination" by Jatha B. Sadowski, Assistant Director to the Human Resources Services (MU):
  See the following document

- "Sexual Harassment: A Breach of Trust" by the Status of Women Committee:
  See the following pamphlet

10.3 DIVERSITY, MULTICULTURALISM, AND COMMUNICATION

- "About Understanding Diversity" by Channing L. Bete Co. Inc.:
  See the following pamphlet

- "Communication and Conflict Across Cultures: Challenges for Today, Challenges for Tomorrow" by Tim McMahon (U. of Iowa) and Eva Chatterjee (U. of Maryland-Baltimore County):
  See the following document

STUDENT BACKGROUND INFORMATION

Name (last name first): _____
Student ID number: _____

1. How many semester(s) of French have you had up to now, not including the class you are currently enrolled in:

   High school level: ____ semester(s)
   College / University level: ____ semester(s)
   specify: ____ on this campus
   ____ on another campus

   If the class was taken on another campus, please specify the grade(s) received: _____

2. Did you take the placement test: ____ yes
   ____ no

   Please specify: date of placement test ____
   score ____

French: I ____ II ____
Semester: Fall ___ Winter ___ Summer ___
Year: 199____
Teacher: _____
Section: _____

It is my responsability as a student enrolled in a French class to read and understand the syllabus. Thereby, I recognize having thoroughly read and understood the syllabus that was given to me at the beginning of the semester.

FULL NAME (last name first)	**SIGNATURE**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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_____	_____
_____	_____
_____	_____
_____	_____

FRENCH 1____ 2___ **1st day of class**
Section: _____ Time: _____
Teacher: _____

_____ students physically present in class.

Out of those students physically present in class, _____ are registered.

ADDITIONAL COMMENTS:

FRENCH 1____ 2___ **2nd day of class**
Section: _____ Time: _____
Teacher: _____

_____ students physically present in class.

Out of those students physically present in class, _____ are registered.

ADDITIONAL COMMENTS:

FRENCH 1____ 2___ **3rd day of class**
Section: _____ Time: _____
Teacher: _____

_____ students physically present in class.

Out of those students physically present in class, _____ are registered.

ADDITIONAL COMMENTS:

From: M.M. Chirol
To: French 1 and 2
Winter 93

EMPLOI DU TEMPS
EXAMENS

FRENCH I

Examen 1
Contributions ***examen écrit*** à rendre avant le mardi 16 février (midi)

Examen 2
Contributions ***examen oral*** à rendre avant le jeudi 25 mars (midi)
REUNION EXAMEN ORAL LE LUNDI 29 MARS
Contributions ***examen écrit*** à rendre avant le jeudi 1er avril (midi)

Final
Contributions ***examen oral*** à rendre avant le jeudi 15 avril (midi)
REUNION EXAMEN ORAL LE LUNDI 19 AVRIL
Contributions ***examen écrit*** à rendre avant le lundi 26 avril (midi).

FRENCH II

Examen 1
Contributions ***examen écrit*** à rendre avant le jeudi 10 février (midi)

Examen 2
Contributions ***examen oral*** à rendre avant le mardi 9 mars (midi)
REUNION EXAMEN ORAL LE JEUDI 11 MARS
Contributions ***examen écrit*** à rendre avant le jeudi 11 mars (midi)

Final
Contributions ***examen oral*** à rendre avant le mercredi 28 avril (midi)
REUNION EXAMEN ORAL LE VENDREDI 30 AVRIL
Contributions ***examen écrit*** à rendre avant le lundi 26 avril (midi)

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TO: FRENCH 1 _____ _____ / _____ / 199__
FRENCH 2 _____
FROM: M.M. CHIROL

THE EXAMS ARE READY. YOU MAY CONSULT THEM AND MAKE COMMENTS AND SUGGESTIONS BEFORE

_____ _____ _____ A.M.
P.M.

THANK YOU.

FRENCH 1
CORRECTION MIDTERM 1
WINTER 1994

EXERCICE 1:
3 points par question: 1 point pour la compréhension de la question
1/4 à 1/2 point par erreur

EXERCICE 2:
1 point par adjectif: 1/2 point pour la place de l'adjectif
1/2 point pour l'accord

EXERCICE 3:
1/2 point par "petit mot" ou 1/4 point par mot quand il y en a deux

EXERCICE 4:
1 point par verbe 1/2 point s'il manque une lettre (Eons)
1 point si la terminaison est mauvaise

EXERCICE 5:
2 points par question 1 point pour la forme interrogative
1/2 point par erreur de construction ou gramm., jusqu'à 1 point.

EXERCICE 6:
1 point par réponse c'est juste ou c'est faux

EXERCICE 7:
2 points par phrase: 1,5 point pour la forme négative
1 point pour le choix de la négation
0,5 pour la place de la négation
0,5 point pour la construction de la phrase

EXERCICE 8:
4 points: 1 point pour la construction de la phrase: "c'est le"
1/4 à 1/2 point par erreur (vingt(s) 1/2 point)

EXERCICE 9:
2 points par phrase: 1/2 point par erreur
Il y a normalement 4 endroits où les étudiants peuvent faire une erreur; s'ils en font plus, enlevez ce qu'il faut mais pas plus de 2 points. Pour 2 verbes à l'infinitif: 1/4 de point par mot. Pour la négation: 1/4 de point pour la négation, 1/4 de point pour la conjugaison du verbe.

EXERCICE 10:
2 points par phrase: 1/4 à 1/2 point par erreur

EXERCICE 11:

2, 5 points par réponse: 1,5 point pour la réponse
1 point pour le français (enlevez 1/4, 1/2, 3/4 ou 1 point. Jugez sur l'ensemble de la phrase)

EXERCICE 12:

2 points pour chaque question des dialogues:
1, 5 point pour la réponse
1/2 point pour le français

1 point pour la publicité:
1/2 point pour la réponse
1/2 point pour le français

COMPOSITION:

10 points: pas de A pour une composition où il y a plusieurs fautes sur des aspects que vous venez d'enseigner depuis le début du semestre.

Course: _____

Semester: _____ Year: 199___ Teacher: _____

Name of students	Oral grade only for: MT2: /50	Written grade MT1: /100 MT2: /150 Final: /100	Total /100	Letter

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FINAL GRADE
FRENCH ___ Section ___ Semester: _____ 199 __ Teacher: _____

Students	Q /20	C /20	PH /20	L /20	TOTAL /20	MDT1 /100	MDT2 /100	MDTs /100	FINAL /100	TOTAL /100

NOM: _____ **NOTE FINALE:** _____

QUIZ Prel.: _____/20
Quiz ch.1 : _____/20
Quiz ch.2 : _____/20
Quiz ch.3 : _____/20
Quiz ch.4 : _____/20
Quiz ch.5 : _____/20
Quiz ch.6 : _____/20
Quiz ch.7 : _____/20
Quiz ch.8 : _____/20
Quiz ch.9 : _____/20
Quiz _____/20
Quiz _____/20
QUIZ= ____ / 20 **x 15=** ____ / 300

COMPO 1: _____/20
Compo 2: _____/20
Compo 3: _____/20
Compo _____/20
COMPO= ____ / 20 **x 3=** ____ / 60

>> ____ / 400 = ____ / 100

PARTICIPATION =
HOMEWORK ____ / 20

LAB: _____ heures
(12 à 15h.= A; 9 à 11 h. = B
6 à 8 h.= C; 4 à 5 h. = D
0 à 3 h.= F)
Laboratoire = ____ / 20

>>> ____ / 100

MIDTERM 1 : _____/ 100
MIDTERM 2: _____/ 100
>>> ____ / 100

FINAL: _____/ 100
>>> ____ / 100

NOM: _____ NOTE FINALE: _____

QUIZ Rev.: _____/20
Quiz ch.10: _____/20
Quiz ch.11: _____/20
Quiz ch.12: _____/20
Quiz ch.13: _____/20
Quiz ch.14: _____/20
Quiz ch.15: _____/20
Quiz ch.16: _____/20
_____/20

QUIZ= ____ X 15 = ____
20 300

COMPO 1: _____/20
COMPO 2: _____/20
COMPO 3: _____/20
COMPO 4: _____/20
COMPO 5: _____/20
COMPO 6: _____/20
COMPO : _____/20
COMPO= ____ x 3 = ____
20 60

PARTICIPATION= ____
HOMEWORK 20

LAB: _____heures
(12 à 15h.= A; 9 à 11h. = B
6 à 8 h.= C; 4 à 5 h. = D
0 à 3h. = F)
Laboratoire = ____
20

>>>>> ____ = ____
400 100

MIDTERM 1: _____/ 100 >>> ____
MIDTERM 2: _____/ 100 100

FINAL: _____/ 100 >>> ____
100

>>> ___
100

TO: FRENCH 1 T.A.'S
FROM: M.M. CHIROL
RE: ORAL EXAM February 28, 1994
WINTER 1994

It is time to start thinking about the oral exam for the Midterm 2. **Prepare 1 set of 10 questions** that will be used all together for one student. There will be 4 types of interviews that you will be able to choose from when you will be interviewing. Thus, all your questions need to follow one another. Think of a topic and direct all your questions towards this particular topic.

Your questions should test the following grammatical points: (they do not need to be in this order, however you should NOT HAVE MORE THAN ONE GRAMMATICAL POINT TESTED PER QUESTION)

1 forme négative (avec **de**)
2 adjectifs (questions ouvertes, ne donnez pas la réponse dans la ?)
3 nombres (poids ou mesures) / ou / jours, mois, saisons
4 adjectif possessif ou préposition **de**
5 partitif
6 verbe **aller**
7 verbe **prendre** **(2 des verbes au présent et 2**
8 verbe **boire** **au futur)**
9 verbe **faire**
10 forme interrogative **(on garde ceci pour la fin de l'interview: on leur demandera de nous poser 3 questions)**

Possible topics:
La vie à l'université
Identité, nationalité, profession
Leur chambre, camarade de chambre
Leur famille
Les voyages, les vacances
Les repas, la nourriture,

UNDERLINE OR STATE WHAT YOU ARE TESTING IN EACH OF YOUR QUESTIONS.
DUE MONDAY MARCH 8TH AT NOON
MEETING MONDAY MARCH 21 AT 2:40 pm

ORAL EXAM DAY on _____ (day) _____ (month) 199_

_____ (Instructor's name) evaluates the class of _____ (Instructor's name)

in room number: _____

APPOINTMENT TIME	PLEASE SIGN YOUR NAME
7:30-7:45	
7:45-8:00	
8:00-8:15	
8:15-8:30	
8:30-8:45	
8:45-9:00	
9:00-9:15	
9:15-9:30	
9:30-9:45	
9:45-10:00	
10:00-10:15	
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4:15-4:30	
4:30-4:45	
4:45-5:00	
5:00-5:15	
5:15-5:30	
5:30-5:45	
5:45-6:00	
6:00-6:15	
6:15-6:30	

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ORAL EXAM WEEK from ___ / ___ / 199_ to ___ / ___ / 199_

_____(Instructor's name) evaluates the class of _____ (Instructor's name)

in room number: _____

TIME / DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-7:45					
7:45-8:00					
8:00-8:15					
8:15-8:30					
8:30-8:45					
8:45-9:00					
9:00-9:15					
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5:15-5:30					
5:30-5:45					
5:45-6:00					
6:00-6:15					
6:15-6:30					

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GRADE SHEET REPORT FOR THE MIDTERM 2 ORAL EXAM

Class of: _____ at: _____

Name of the student: _____

Grade of the student: ____/50 ____/100 LETTER GRADE: A B C D F

INTERVIEW	COMPREHENSION	GRAMMAR	VOCABULARY	FLUENCY	TOTAL
QUESTION 1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
					Total: /40

PICTURE	
	Grade: ____/10

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TO: FRENCH 1 T.A.'S
FROM: M.M. CHIROL
RE: FINAL

Please announce in your classes that as usual the main emphasis of the final exam will be on all the points that have been studied since Midterm II, that is to say from chapter 7 to chapter 9. Tell your students that they are, however, still responsible for the material covered since the beginning of the semester.

They will have exercices on the following points:

Verbs:

One text on verbs *40 points*	-->	Review all verbs since the beginning of the semester; review *present, passé-composé, futur proche, subjonctif*.
One exercice on expressions with "faire" and "avoir" *10 points*	-->	Review *all expressions avec avoir et faire*; review all tenses.

Pronouns:

One exercice on pronouns *10 points*	-->	Review all *pronoms compléments d'objet directs*.
One exercice on interrogative pronouns *10 points*	-->	Review all *pronoms interrogatifs* & *l'inversion*.

Other:

Oral questions *10 points*	-->	Review all grammar, vocabulary since the beginning of the semester.
One exercice on "petits mots" *10 points*	-->	Review all *"petits mots"* since the beginning of the semester
One exercice with slash sentences *10 points*	-->	Review grammar, small words, vocabulary.

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One exercice with translations *10 points*	-->	Review particularly the vocabulary of chapters 7, 8, 9; review also grammar.
One exercice on time *10 points*	-->	Review how to tell the time; review numbers.
One exercice on weather *5 points*	-->	Review how to describe the weather; review all tenses.
One exercice on cultural notes *10 points*	-->	Review only the Notes Culturelles of chapters 7, 8, 9; review grammar.
One exercice on the video segments studied since Mid Term II *10 points*	-->	Review video segments studied for chapters 7, 8, 9 (video *Causons* available in lab); review *Cahier de Matériel Vidéo* for segments studied.
One composition *20 points*	-->	Review all tenses, all vocabulary, all grammar since the beginning of the semester.

GRADING GUIDELINES

A = EXCELLENT
- Traite très bien le sujet
- Devoir très bien organisé (très bons liens entre les phrases)
- Innove dans la langue avec beaucoup d'aisance
- Un francophone non averti comprendrait dès la première lecture (idées originales)
- Pas plus de 2 à 3 erreurs sur les concepts ou le vocabulaire des chapitres étudiés précédemment
- Utilise très bien tous les concepts ou le vocabulaire du chapitre qui vient d'être étudié

A- = TRÈS BIEN
- Traite très bien le sujet.
- Devoir très bien organisé (très bons liens entre les phrases)
- Innove dans la langue avec une bonne aisance (idées originales)
- Un francophone non averti comprendrait dès la première lecture.
- Pas plus de 3-4 erreurs sur les concepts ou le vocabulaire des chapitres étudiés précédemment.
- Utilise très bien les concepts ou le vocabulaire du chapitre qui vient d'être étudié.

B = BIEN
- Traite bien le sujet
- Devoir bien organisé (bons liens entre les phrases)
- Innove dans la langue avec une certaine aisance.
- Un francophone non averti comprendrait à la première lecture (à 1 ou 2 exceptions près).
- Pas plus de 4-5 erreurs sur les concepts ou le vocabulaire des chapitres étudiés précédemment.
- Utilise bien les concepts ou le vocabulaire du chapitre qui vient d'être étudié. (pas plus de 2-(3) erreurs)

C = ASSEZ BIEN
- Traite le sujet.
- Devoir assez bien organisé (liens souvent pauvres, style liste...).
- Innove peu dans la langue (copie souvent les structures du livre, mais arrive à faire passer un message personnel).
- Un francophone non averti comprendrait s'il faisait bien attention (se pose quelquefois des questions, de temps en temps ne comprend pas).
- Fait plus de 5 erreurs sur les concepts ou le vocabulaire des chapitres étudiés précédemment.
- Utilise avec quelques difficultés les concepts ou le vocabulaire du chapitre qui vient d'être étudié.

D = PASSABLE
- Traite assez bien le sujet.
- Devoir assez mal organisé (liens très pauvres ou absents, style liste, devoir trop court, ...)
- Innove à peine dans la langue (copie très souvent les structures du livre, arrive à peine à faire passer un message personnel).
- Un francophone non averti aurait souvent du mal à comprendre (se pose souvent des questions).
- Utilise avec beaucoup de difficultés les concepts ou le vocabulaire du chapitre qui vient d'être étudié.

F = INSUFFISANT
- Ne traite pas le sujet
- Devoir très mal organisé (pas de liens, liste sans queue ni tête, devoir trop court,...)
- N'innove pas dans la langue (n'arrive pas à faire passer un message personnel)
- Un francophone non averti n'y comprendrait rien
- Des erreurs à tous les mots ou presque

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COMPOSITION
FRENCH I AND FRENCH II

acc.: accord (agreement)
act.: accent
angl.: anglicisme or américanisme (word or sentence coming frem literal translation from english)
art.: article (missing or wrong article)
aux.: auxiliare
contr.: contraction (two vowels following another vowel)
conj.: conjugaison (incorrect verb ending)
fam.: familier (colloquial term)
gram.: grammaire
gre.: genre (masculin, féminin)
inf.: infinitif
nbr.: nombre (plural, singular)
neg.: négation (wrong position or incomplete)
orth.: orthographe (spelling)
plc.: place (wrong place)
prep.: préposition (wrong or incorrect)
pron.: pronom (wrong or incorrect)
redon.: redondant
reflx.: verbe réfléchi (incorrect or wrong position)
term.: terminaison (ending)
tps: temps (tense)
uncl.: unclear, rewrite (the meaning of your sentence is not easily understood)
V.: word missing
W: word order
voc.: vocabulaire (wrong word)

MEMO

To: _____ _____

From: Prof. Marie-Magdeleine Chirol

Date: _____ / _____ / 199__

I will be observing your French _____ class, section _____ , at _____ : 40,

on _____ _____ _____ in room _____ .

Students are NOT to be informed of my visit before or during the class.

TEACHER EVALUATION

Teacher: _____

French 1 ___ French 2 ___ Section ___

Time: ___ : 40 to ___ : 30

Lesson: _____

Date: _____ / _____ / 199__

Evaluator: Prof. Marie-Magdeleine Chirol

Number of students present: _____

Number of students enrolled: _____

Rating Key:
5 Excellent
4 Very Good
3 Good
2 Satisfactory (potential for improvement)
1 Unsatisfactory

Teacher Evaluation

METHODOLOGY / TECHNIQUE	5	4	3	2	1
Time and Pace					
Instructor is on time and starts lesson on time					
Students are on time					
Time for each activity is overall well managed					
Pace of the class is adequate and sustained					
Class is dismissed on time					
Warm-up					
Uses warm-up period effectively for review and reinforcement of previously covered material					
Encourages students to innovate in the language (students make long sentences, ask questions to one another readily)					
Correction of Homework and Quizzes					
Corrects homework and quizzes					
Uses the blackboard when appropriate					
Students are involved in the correction process					
Gives an appropriate amount of homework					
Grammar *Appropriate to lesson: yes no*					
Presents and organizes grammar lesson in an effective manner (simplifies, gives clear and brief explanations)					
Gives accurate explanations					
Presents grammar in context and inductively					
Makes good use of the blackboard (blackboard used in an effective and orderly manner)					
Grammar presentation is followed by an adequate number of exercises, drills or class activities					
Is aware of the need of contextualization					
Demonstrates the ability to constantly reinforce the previously covered material					

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Teacher Evaluation

Texts / Videos *Appropriate to lesson yes no*	5	4	3	2	1
Students have read the text or viewed the video ahead of time and are ready to participate (reading or listening comprehension questions, discussions)					
Instructor involves students to solve vocabulary or comprehension problems					
Manages to incorporate the previously covered material (uses the lesson as a chapter wrap-up)					
Expends the lesson to more than what is in the book or video (motivates class discussion)					
Makes good use of culturally based components of the text or video					
Video only: makes good use of opportunities of video teaching (sound off; still frames, etc...)					
General remarks					
Handles students questions effectively (avoids providing answers without eliciting explanations from the other students)					
Listens carefully to student's answers					
Handles appropriately students errors (use of error-correction technique)					
Uses body language, drawings, pictures, authentic material effectively (has original ideas)					
Can make good use of unexpected situations					
Demonstrates dynamic presence (voice, energy)					
Calls on each student as frequently as possible (more or less equally, no particular order)					
Maintains the attention of all students at all times					
Uses individual and/or group repetitions					

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Teacher Evaluation

OVERALL IMPRESSION	5	4	3	2	1
The class was, overall, conducted in an effective manner (objectives were met)					
Students were given ample opportunities to use the target language					
By the end of the class, students have demonstrated that they have understood the new material; provided they do their homework for the next class, they should have mastered that new material and be ready for the following class					

OVERALL EVALUATION					
Overall rating of the Instructor's performance					
Improvements since the last evaluation					

LESSON PLAN AND ADDITIONAL COMMENTS

SUMMARY OF EVALUATION

Strongest Aspects of Teaching	Areas with Potential for Improvement
.	.
.	.
.	.
.	.
.	.
.	.

Time of follow-up meeting: ___ : ___
Date of follow-up meeting: ___ / ___ / 199_

I have reviewed the Teacher Evaluation with the Course Evaluator.

Signature: _____

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List of Authentic Material

	Voca	Cult	Divers	Nomb	Lieux	Jr,Ms	Natio	Dem	Pd,Ms	Direc	Dates	Heure	Interr	Pron	Quant	Comp	Temps	Verb	Textes	Quantité
TELEPHONE (Dossier gris)																				
Signal d'appel	X	X	X														X		X	1
Conversation à trois	X	X	X											X			X		X	1
Transfert d'appel	X	X	X														X		X	1
Le Minitel à votre service	X	X	X														X		X	1
Carte France Télécom	X	X	X														X		X	1
Sortez en ville avec Bi-Bop	X	X	X														X		X	1
Téléphone Mobile GSM	X	X	X														X		X	1
Téléphone, répondeurs, fax	X	X	X														X		X	1
Télécartes	X	X	X		X						X				X		X		X	14
Ecoute jeunes (Ecoute Télépon.)	X	X	X	X								X						X		1
Inter Service Parents (Ecoute Tel.)	X	X	X	X								X								1
Allo enfance maltraitée (EcouteTel.)	X	X	X	X														X	X	1
CARTES (Dossier bleu foncé)																				
Carte séminaires Air Inter (France)				X	X					X						X				1
Carte Bison Futé (France)	X	X		X	X					X						X		X	X	2
Carte des fromages de France		X			X					X			X	X		X		X		1
Carte fast food McDonald's (Paris)				X	X					X					X	X		X		1
Grand plan de Paris		X			X					X										3
Plan détaillé de Paris		X			X					X							X			1
Petit plan de Paris (M,Bus,RER)		X			X					X					X					7
Plan de Genève (SNCF)		X			X					X						X				1
Carte de Bretagne		X			X					X										1
Plan de Lyon		X			X					X										2
Carte autoroutes (Drôme)		X			X					X										1
TELEVISION (Dossier beige)																				
Guide TV Continent (horaires)	X	X		X		X	X	X			X	X	X	X	X	X	X	X	X	1
Télé Top Matin (horaires)	X	X		X		X	X	X			X	X	X	X	X	X	X	X	X	1
TV Magazine (horaires)	X	X		X		X	X	X			X	X	X	X	X	X	X	X	X	3
Les films de ma vie (résumés)	X	X											X	X	X	X	X	X	X	1

List of Authentic Material

		Voca	Cult	Divers	Nomb	Lieux	Jr,Ms	Natio	Dem	Pd,Ms	Direc	Dates	Heure	Interr	Pron	Quant	Comp	Temps	Verb	Textes	Quantité
BROCHURES (Dossier rouge)																					
TRACTS	Memo utile (Tel. urgents, pubs)	X		X	X	X								X		X					3
	Carte Opel Aurore	X		X										X				X	X	X	2
	Carte Fnac			X										X				X	X	X	1
	Carte Don d'organes	X		X										X				X	X	X	1
	Publicité Apple	X		X										X				X	X	X	1
	Les langues pour tous (BD Fr.-Angl)	X		X										X				X	X	X	1
	Chrono Dépann'	X		X	X	X								X		X					17
	Interventions dans votre quartier	X		X	X	X								X		X					2
	Dépanne Service	X		X	X	X								X							14
	Fnac Agenda (musique & arts)	X		X										X				X	X	X	1
	Comment réaliser ...? (Banque BNP)	X		X										X				X	X	X	2
	Comment épargner ...? (BanqueBNP)	X		X										X				X	X	X	2
	Assurance automobile	X		X										X					X	X	1
	Assurance multirisque habitation	X		X										X					X	X	1
	Assurance familial	X		X										X					X	X	1
	Soldes privés (lettre)	X		X		X	X							X				X	X	X	1
	Calendrier (Decitre Librairie)	X		X																	1
	Jeux et joueurs (Loto-Keno)	X	X	X	X											X				X	1
	Grand Chênes: Location studios	X		X	X							X								X	1
	Alliance: Liste mariage	X		X														X	X	X	1
	Laissez pas l'alcool prendre le volant	X	X	X			X			X						X	X	X	X	X	1
LA POSTE /L'ETAT (Dossier jaune)																					
	Bienvenue sur audioposte	X		X	X													X	X	X	2
	L'emprunt d'état Juin 93 (Lettre)	X	X	X	X													X	X	X	1
	Gendarmerie Nationale et vous	X	X	X																	1
	Gendarmerie Nationale-Sécurité	X	X	X																	1
	Gendarmerie: service nat. / carrière	X	X	X																	1
	La contrefaçon ... vous concerne	X	X	X																X	1
	Comité Consult.Jeunes (question.)	X	X	X																X	2
	Action sociale pour retraités	X	X	X																X	

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		Voca	Cult	Divers	Nomb	Lieux	Jr,Ms	Natio	Dem	Pd,Ms	Direc	Dates	Heure	Interr	Pron	Quant	Comp	Temps	Verb	Textes	Quantité
S.N.C.F. (Dossier noir)																					
	Carte intégrale	X		X										X				X	X	X	1
	Règles de sécurité	X		X										X				X	X	X	2
	Train + Hotel	X		X										X				X	X	X	2
	Horaires Paris-Londres	X			X	X	X		X			X	X	X	X	X		X	X		1
	Horaires Paris-Lyon	X			X	X	X		X			X	X	X	X	X		X	X		1
	Horaires Paris-Genève	X			X	X	X		X			X	X	X	X	X		X	X		2
	Le guide du voyageur	X		X			X											X	X	X	1
	TGV Sud-Est: Horaires et guide	X	X	X	X	X	X		X			X	X	X	X	X		X	X	X	1
	Horaires gare de Genève (plan incl.)	X			X	X	X		X		X	X	X	X	X	X		X	X		6
	Carte postale: TGV Sud-Est		X																		2
	Carte postale: TGV Atlantique		X																		2
RESTAURANTS (Dossier vert)																					
MENUS	L'Escale Gourmande (carte de visite)				X																2
NOURRITURE	Le Vert Emeraude (menu, plan)	X			X						X										1
	Café Ravel				X						X										3
	Guillaume Tell (restau. historique)		X		X																3
	Ristorante La Rughetta(carte visite)										X										5
	Air Inter - A Bord (consommations)	X			X					X						X					2
	Le Bon Temps: Baguette.... (SNCF)		X		X																4
	Vitamines et Sports	X								X						X		X	X	X	1
	Lyon Gourmand (guide restaurants)	X			X							X	X			X					2
	Guide de Lyon (hôtels, restaurants)	X			X							X	X			X					1
	Mc Donald's:Le saviez-vous?(calor)	X			X					X				X		X					1
	Mc Donald's: Emplois à la carte	X												X				X	X	X	1
	Mc Donald's: Grand Secret	X												X				X	X	X	1
	Pizza Top (menu, ingrédients, prix)		X		X				X								X				1
	Flo Metz (restaurant, plan)	X	X		X						X		X							X	1
	Grand Hotel de Metz (plan)	X	X	X	X						X		X							X	1

		Voca	Cult	Divers	Nomb	Lieux	Jr,Ms	Natio	Dem	Pd,Ms	Direc	Dates	Heure	Interr	Pron	Quant	Comp	Temps	Verb	Textes	Quantité
VOYAGES (Dossier bleu roi)																					
TOURISME	Carte musées et monum. (multiling)	X	X	X					X		X						X	X	X		3
	Le Louvre, visites, conférences	X	X	X			X		X								X	X	X	X	1
	Le Louvre, avril, mai, juin	X	X	X			X		X								X	X	X	X	1
	Paris Visite, le Guide	X	X	X														X	X	X	1
	Pariscope	X	X	X														X	X	X	1
	Centre Pompidou (Guide prat. Angl.)		X	X																X	1
	Côte Catalane	X	X	X	X	X		X	X		X	X					X	X	X	X	2
	Hiver suisse	X	X	X			X	X										X	X	X	1
	Train Plus: Ski Pass	X		X														X	X		5
	Swissair	X		X														X	X		1
	Cartes d'abonnement Air Inter	X		X														X	X	X	5
	La vérité sur les retards aériens	X		X														X	X	X	1
	Air Inter, Horaire No. 67				X	X	X					X	X	X		X	X				1
	Air Inter, Horaire No. 63				X	X	X					X	X	X		X	X				1
	Air Inter Tarifs Famille	X		X													X	X	X	X	5
	Air Inter Tarifs Couple	X		X													X	X	X	X	8
	Air Inter Tarifs Super Loisirs	X		X													X	X	X	X	10
	Air Inter Tarifs Jeunes	X		X													X	X	X	X	7
	Air Inter Tarifs Senior	X		X													X	X	X	X	10
	Air Inter Special Grands Voyageurs	X		X														X	X	X	4
	Air Inter Horaire Paris-Nice, Nice-Paris				X	X	X										X				16
	Air Inter Jusqu'à 45% de réduction	X		X														X	X	X	1
	Air Inter Votre enfant voyage seul	X		X														X	X	X	1
	Destination Etats-Unis	X		X		X		X			X							X	X	X	2
	Air Inter Fréquence Jeune	X		X														X	X	X	2
	Fram la Palm du Voyage	X		X		X	X	X			X							X	X	X	9
	Excursion d'une journée	X		X		X	X	X			X		X					X	X	X	1
	Circuits touristiques	X		X		X	X	X			X							X	X	X	6
	Sommaire de Pays	X		X		X		X			X							X	X	X	1
	Guides touristiques	X		X		X	X				X							X	X	X	13
	Brit Air				X	X	X					X	X	X		X	X				1

List of Authentic Material

		Voca	Cult	Divers	Nomb	Lieux	Jr,Ms	Natio	Dem	Pd,Ms	Direc	Dates	Heure	Interr	Pron	Quant	Comp	Temps	Verb	Textes	Quantité
	TAT Horaire No.42				X	X	X					X	X	X		X	X				1
	Aéroport Lyon-Satolas Horaire No36				X	X	X					X	X	X		X	X				1
	Concorde (Pub plastifiée, Angl)		X					X													1
	Croisitour Voyages (Sicile)				X	X	X	X			X						X				14
	Croisitour Voyages (Tunisie)				X	X	X	X			X						X				17
	Croisitour Voyages (Brésil)				X	X	X	X			X						X				7
	Destination Moselle	X	X	X		X					X					X	X			X	1
	Cet été je pars à l'aventure (jeunes)		X		X	X	X				X	X	X								1
ACTIVITES (Dossier rose clair)																					
SORTIES	Le Parriscope	X	X	X	X		X					X	X	X				X	X	X	1
	Festival de Gordes	X	X	X	X		X					X	X	X				X	X	X	3
	CIE Open Danse	X	X	X	X		X					X	X	X				X	X	X	2
	Les Petits Chanteurs de Lyon	X	X	X	X		X					X	X	X				X	X	X	3
	L'Amour de l'Art	X	X	X	X		X					X	X	X				X	X	X	3
	Les Mystères de Paris	X	X	X	X		X					X	X	X				X	X	X	3
	Vibrations	X	X	X	X		X					X	X	X				X	X	X	6
	Jazz Festival Francheville	X	X	X	X		X					X	X	X				X	X	X	2
	Anne Gastinel	X	X	X	X		X					X	X	X				X	X	X	3
	Dernier jour d'un condamné	X	X	X	X		X					X	X	X				X	X	X	6
	Concert	X	X	X	X		X					X	X	X				X	X	X	3
	Théâtre des années 30	X	X	X	X		X					X	X	X				X	X	X	3
	Gargantua	X	X	X	X		X					X	X	X				X	X	X	2
	Les Chacos	X	X	X	X		X					X	X	X				X	X	X	12
	Les Nuits de Fourvière	X	X	X	X		X					X	X	X				X	X	X	3
	Choralies 1992	X	X	X	X		X					X	X	X				X	X	X	1
	Les Fêtes d'été	X	X	X	X		X					X	X	X				X	X	X	4
	Fontaines dansantes	X	X	X	X		X					X	X	X							1
SPORTS (Dossier rose foncé)																					
	Divers pages volantes	X		X		X	X	X						X	X	X	X	X	X		

MARCHANDISES-PRIX (Dossier vert)		Voca	Cult	Divers	Nomb	Lieux	Jr,Ms	Natio	Dem	Pd,Ms	Direc	Dates	Heure	Interr	Pron	Quant	Comp	Temps	Verb	Textes	Quantité
Habillement	Habillé malin	X			X		X		X	X				X	X	X	X	X	X		1
	Etre malin, c'est la mode	X			X		X		X	X				X	X	X	X	X	X		1
	Carrefour Cartoone	X			X		X		X	X				X	X	X	X	X	X		1
	Stock's Bazars	X			X		X		X	X				X	X	X	X	X	X		1
	La Blanche Porte	X			X		X		X	X				X	X	X	X	X	X		1
	Soldes	X			X		X		X	X				X	X	X	X	X	X		1
	Bonnie & Clyde (Poster soldes)	X			X				X					X	X		X	X	X		1
Divers	Catalogue de la Redoute	X			X		X		X	X				X	X	X	X	X	X		1
	Continent Soldes	X			X		X		X	X				X	X	X	X	X	X		1
	Continent Départs en vacances	X			X		X		X	X				X	X	X	X	X	X		1
	Continent Hygiène et Beauté	X			X		X		X	X				X	X	X	X	X	X		1
	Continent Spécial cartables	X			X		X		X	X				X	X	X	X	X	X		1
	Des prix qui prolongent les vacances	X			X		X		X	X				X	X	X	X	X	X		1
Nourriture	Le Prix!	X			X		X		X	X				X	X	X	X	X	X		10
	Belles Grillades	X			X		X		X	X				X	X	X	X	X	X		5
	Gel 2000	X			X		X		X	X				X	X	X	X	X	X		1
	Intermarché prix bas	X			X		X		X	X				X	X	X	X	X	X		1
	Avec Carrefour je positive	X			X		X		X	X				X	X	X	X	X	X		5
	Vacances Mammouth	X			X		X		X	X				X	X	X	X	X	X		1
Déco-Brico	Du Froid au Frais	X			X		X		X	X				X	X	X	X	X	X		6
Electroménag.	BHV Mois de la maison	X			X		X		X	X				X	X	X	X	X	X		1
	BHV Fête des petits prix	X			X		X		X	X				X	X	X	X	X	X		1
	BHV Quinzaine peinture	X			X		X		X	X				X	X	X	X	X	X		1
	Bricorama	X			X		X		X	X				X	X	X	X	X	X		2
	Décoration-Bricolage	X			X		X		X	X				X	X	X	X	X	X		1
	Catavana	X			X		X		X	X				X	X	X	X	X	X		1
	Atlas	X			X		X		X	X				X	X	X	X	X	X		1
	Gagnez 10 cuisines	X			X		X		X	X				X	X	X	X	X	X		1
Voitures	Bonne Route	X			X				X	X				X	X	X	X	X	X		1
	Bric Auto	X			X				X	X				X	X	X	X	X	X		1
	Citroen ZX	X		X	X			X	X							X		X	X		5

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List of Authentic Material

		Voca	Cult	Divers	Nomb	Lieux	Jr,Ms	Natio	Dem	Pd,Ms	Direc	Dates	Heure	Interr	Pron	Quant	Comp	Temps	Verb	Textes	Quantité
	Ford	X		X	X			X	X					X	X	X	X	X	X		1
Electro-ménag.	Conforama Téléviseur (garantie)	X			X				X					X	X	X	X	X	X		1
/HI FI	But (caméra, TV, radio,walk-man)	X			X				X					X	X	X	X	X	X		1
TOURISME	(Dossier bleu roi)																				
REGIONAL	Guides de Bretagne (ts différents)	X	X	X																X	6
	Guides de région Lyonnaise (diff.)	X	X	X																X	12
	Suivez le guide (Metz-carte incluse)	X	X	X	X	X	X				X	X	X								1
	Hebdomadaire Rhône (carte incluse)	X	X	X																X	1
Grottes	Les grottes de la Balme	X	X	X																X	4
	Aven Grotte Marzal	X	X	X																X	1
Trains	Le train de l'évasion	X	X	X																X	1
Voitures	Le vrai train dont vous rêvez	X	X	X																X	1
	Automusée	X	X	X																X	1
	Musée attelages,carrosseries,charro	X	X	X																X	1
	Jardin ferroviaire	X	X	X																X	1
	Fabuleuses machines de L. de Vinci	X	X	X																X	2
Jardins	Jardin des cinq sens	X	X	X																X	1
Parcs	Parc de loisirs	X	X	X																X	3
	L'art de l'enfance	X	X	X																X	1
	Walibi Schtroumpf	X	X	X	X		X					X									1
	Aquacity	X	X	X	X		X					X								X	1
	Parc européen de l'image	X	X	X																X	1
Animaux	Ruchers de la Brévenne	X	X	X																X	3
	Musée animalier	X	X	X																X	1
	Le jardin des oiseaux	X	X	X																X	1
	Parc des oiseaux Villars-les-Dombes	X	X	X																X	1
	Safari de Peaugres (Ardèche)	X	X	X																X	1
Foires	Foire artisanale	X	X	X																X	7
Artisanat	Foire éco-biologique des Mts d'or	X	X	X																X	3

List of Authentic Material

		Voca	Cult	Divers	Nomb	Lieux	Jr,Ms	Natio	Dem	Pd,Ms	Direc	Dates	Heure	Interr	Pron	Quant	Comp	Temps	Verb	Textes	Quantité
	Musée du Buget-Valromey (Ain)	X	X	X																X	1
Vin	Cave Coopérative Beaujolaise	X	X	X																X	12
	Caveau de Marcheroux	X	X	X																X	3
	Duboeuf en Beaujolais	X	X	X																X	1
	Découvrer les Rivesaltes																				
Monuments	Pré-inventaire monuments	X	X	X																X	1
Musées	Visitez les sites archéologiques	X	X	X																X	1
	Tautavel Musée & Village (prehist.)	X	X	X																X	1
	Musée de civilisation Gallo-Romaine	X	X	X																X	1
	Roanne-Musée Joseph Dechelette	X	X	X																X	2
	Musée Claude Bernard	X	X	X																X	1
	Musée de cires	X	X	X																X	1
	Moidière (château hist., parc anim.)	X	X	X																X	1
	Musée es origines et évol. homme	X	X	X																X	1
	Eglises romanes des Coteaux Lyonn.	X	X	X																X	1
	Exposition: L'or des dieux (Moselle)	X	X	X																X	1
	Cathédrale de Metz	X	X	X																X	1
Soiries	Musées de la soie (Drôme)	X	X	X																X	2
	La Magnanerie de Saillans (Drôme)	X	X	X																X	2
Divers	Cuivrerie de Cerdon	X	X	X																X	1
	Monaies16eme Jeux Olymp. d'hiver	X	X	X																X	1
	Monaie de Paris	X	X	X																X	1
MAGAZINES (Dossier orange)																					
HEBDOS	Parcours Air Inter	X		X														X	X	X	2
	Paris City Mag. (Fête Musique Angl.)	X	X	X																	1
	Le 38/69 (Petites Annnonces)			X	X									X	X		X		X		1
	Top Affaires (Petites Annonces)	X		X	X									X	X		X		X		1
	Lyon Commerce International	X	X	X														X	X	X	1
	Echo de Marly (Info. Municipales)		X	X																	1
	Nancy Notre Ville	X	X	X		X			X			X	X				X	X	X	X	1

	La Grande Guerre (bilingue)	X	X	X																X	1
	Nombreux journaux	X	X	X														X	X	X	
	Total Entries: 231											Total Authentic Material on File									562

List of Prepared Material

CHANTEURS/CHANTEUSES	CHANSONS	POINTS DE GRAM./VOCA.	CHAPITRES
Marie Myriam	L'enfant et l'oiseau	Articles définis/indéfinis	1
Gérard Le Normand	Il	Verbes du 1er groupe	1
Joe Dassin	Mon village au bout du monde	Adjectifs possessifs	3
Isabelle Adjani	Ohio	Etats Américains/prépositions	4
Yves Duteil	Prendre un enfant par la main	Verbe Prendre	5
Joe Dassin	Aux Champs Elysées	Passé-composé	7
	Né quelque part	Verbes Choisir/Etre né	7
Mano Negra	Pas assez de toi	Avoir envie de	8
Patrick Bruel	Alors regarde	Impératif	10
Jacques Brel	Ne me quitte pas	Impératif	10
Joe Dassin	Le moustique	Impératif	10
Joe Dassin	A toi	Pronoms disjoints	10
Pierre Bachelet	Les Corons	Imparfait	13
Patrick Bruel	Elle me regardait comme ça	Imparfait	13
Joe Dassin	La fleur aux dents	Imparfait/passé-composé	13
Jean Gabin	Je sais, je sais...	Verbe Savoir	14
Maxime Leforestier	L'éducation sentimentale	Futur	14
Francis Cabrel	C'est écrit	Futur	14
Joe Dassin	L'été indien	Futur	14
Claude François	Comme d'habitude	Futur	14
Diane Tell	Si j'étais un homme	Si + Imparfait + Conditionnel	15
Joe Dassin	Et si tu n'existais pas	Si + Imparfait + Conditionnel	15
Patricia Kaas	Une dernière semaine à N.Y.	Si + Imparfait + Conditionnel	15
Jean-Jacques Goldman	Né en 17 à Leidenstadt	Si + Plus que Parfait/Condit.	15

GRADED FRENCH READER: ACIVITES DE GROUPE	
AUTEUR	OEUVRE
Alexandre Dumas	Dantès
Victor Hugo	Les chandeliers de l'évêque
Tristan Bernard	L'anglais tel qu'on le parle
Jules Vernes	L'île mystérieuse
Charles Perrault	La belle et la bête
Ousmane Socé Diop	Penda
Charles Perrault	Le chat botté

AUTRE MATERIEL			
TYPE	SUJET	APPLICATION	CHAPITRE
Vidéo (Causons)	Patrick Bruel: Alors regarde	Impératif / Culturel	10
Vidéo	Sat. Night Liv:Leçon de Franç.	Fin de semestre FI: Humour	9
Pizzas sur poster	Nourriture	Fractions / Pourcentages	6

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